**K-5 Math Lesson Plan**

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| **Teacher:** | | | Grade : 1st grade | | | Unit1 Task 1 Lesson 1 |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Read, write and count numbers to 100** | | |
| **How is our number system organized? How do you bundle amounts? Why is bundling important? Why is counting by 10 helpful?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Overhead, 10 frames, counters, video(**[**www.piedmont**](http://www.piedmont) **candy company)** | | **Student: 10 frames sheet, counters, pencils , baggies of cubes, candies, math journals** | | | Tens  Ones  Counting on  bundle  Digit  Two-digit numbers  groups | |
| **Learning Experience** | | | | | | |
|  | **Common Core State Standards: 1.NBT.2a; 1.NBT.1** | | | | | |
| **I Can Statement(s): I can bundle and count groups of 10. I can read and write numbers up to 100 in groups of ten.** | | | | | |
| **Activating Strategy/Hunt** (How will students become cognitively engaged and focused?)  Virtual tour of Piedmont Candy Company) | | | | | |
| **Teacher Directed: Introduce vocab. Model on overhead using 10 frames and counters; putting counters in frames and writing numeral underneath for 3 different numbers** | | | | | |
| **Guided Practice: Children work in pairs with random numbers of groups of tens cubes. Partner bundles into 10s and each records in journal/drawing picture and writing number. Rotate bags at table giving other child a chance to bundle while following procedure of recording.** | | | | | |
| **Independent Practice: Pass out candy in bags to each and follow same routine of bundling/recording in journals reminding children they act as workers to send orders to Food Lion for sales** | | | | | |
| **Closing/Summarizing Strategy: Discuss what was learned by calling on random students to explain how they made numbers in their journals.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| For higher level students: Upon completion of assignment, work w/ struggling student | | | Work with peer tutor | | | In small group model bundling by 10s, using pictures and writing numbers created |
| **Assessment(s): Rubric for task 1 - Timing for this is flexible and to be determined by completion of task.**  **Anecdotal notes should be taken daily/checklist** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |